

Digital stories and engaging youth to be leaders

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2012 Research Objectives

- 💧 Promote community pride, well being
- 💧 Create roles for youth and elder mentorship
- 💧 Increase self esteem, provide opportunities to celebrate cultural pride and identity
- 💧 Create venues where youth can learn cultural knowledge from elders

Research *Process* Objectives

- ◆ Capacity building--skills
- ◆ Community/university partnership
- ◆ Familiarity with university

Research Methods

- ◆ Collaborative inquiry –Heron and Reason
- ◆ Trained youth in ethics, interviewing
- ◆ Train youth in analysis procedures
- ◆ Conduct analysis using Kvale (1996) dialogue technique
- ◆ Create stories

Participatory Action Research Principles

- ◆ Cooperative where both contribute equally
- ◆ Co-learning for researchers and community members
- ◆ Local community capacity building and systems development, nurturing community strengths
- ◆ Empowering process
- ◆ Balance research and action

Principles of engagement

◆ **Parallels in:**

- ◆ Community Development
- ◆ Community Psychology
- ◆ Participatory Action Research
- ◆ Health Promotion/Public Health/Healthy Communities

Parallels

- ◆ Democratic participatory processes
- ◆ Strengths focus
- ◆ No “cookbook” approach
- ◆ Driven by community priorities (rather than outside experts)
- ◆ Empowerment
- ◆ Change
- ◆ Community level intervention

Two areas: Empowerment and Capacity

- 💧 Empowerment: Rappoport's (1981) concept—promote self-determination and control
 - 💧 Multiple levels—
 - 💧 **Individual level** –create opportunities where people have authority over events to develop power that leads to active participation in the life of the community
 - 💧 **Relational level**—working in solidarity as partners towards the goals of liberation and well being.
 - 💧 **Macro level**—social change to promote collective well-being with a vision of a more just and caring society

Our aspirations for equalizing power and building capacity

- ◆ Hire youth as research assistants
- ◆ Demystify the university as an institution
- ◆ Hire a community coordinator
- ◆ Depower ourselves by training youth to take on egalitarian positions of leaders, facilitators, presenters.

Our Reality

- ◆ Ethics review –result was culturally inappropriate forms
- ◆ Institutional limits on what various individuals could be paid—youth and elders
- ◆ Dissonance between the purpose of the funding and the focus of the Coordinator
- ◆ Paperwork to get everyone paid working in remote areas
- ◆ Community people wanted to send their youth because “it would be good for them”
- ◆ Community partners wanted to set agendas rather than allow youth

Next Time We Would...

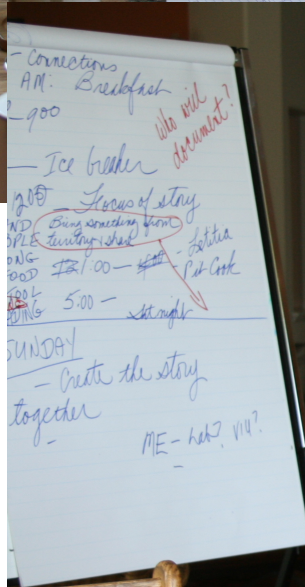
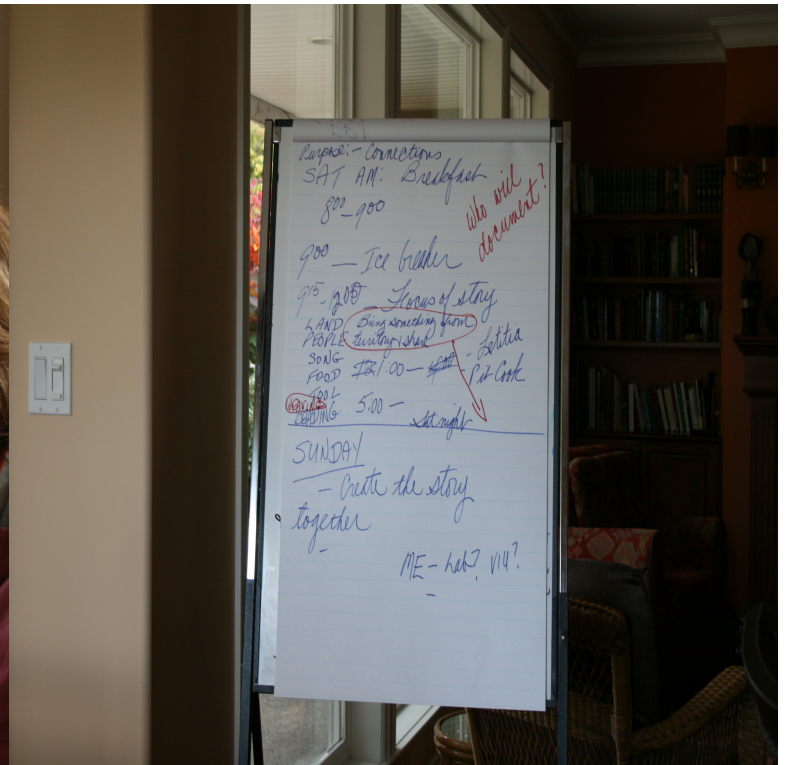
- ◆ Plan the Advisory Committee more carefully
- ◆ Budget for more face -to- face meetings
- ◆ Create a continuum of involvement
- ◆ Prepare the ethics committee for a submission that does not fit the standard form

How we dealt with it

- ◆ Raised our expectations of the role of the youth researchers and mentors and trained them to be leaders, facilitators, coordinators and public speakers
- ◆ Changed the Advisory Committee so that they were new players more focused on fulfilling the proposal that was funded rather than replicating the old project
- ◆ Used technology to give the youth greater control over the institutional requirements for reporting etc (ipads, signing apps,

3 day session at Tofino and another at Cowichan Cultural Centre

- ◆ Cultural activities—drumming, singing, smudging
- ◆ Elders did mini workshops
- ◆ Youth facilitators led discussions of how to create a digital story



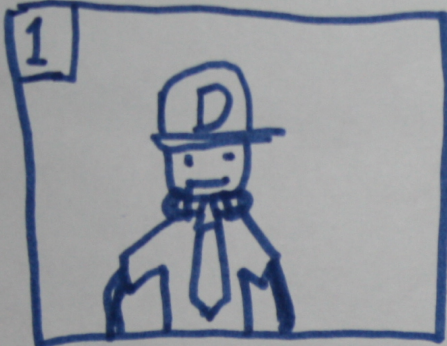






Digital story process

- ◆ Show stories from previous year
- ◆ Show how to create a story board
- ◆ Show how to take pictures (ethics discussion led by youth)
- ◆ Send out to take photos
- ◆ Create very short story of pictures
- ◆ Show short stories

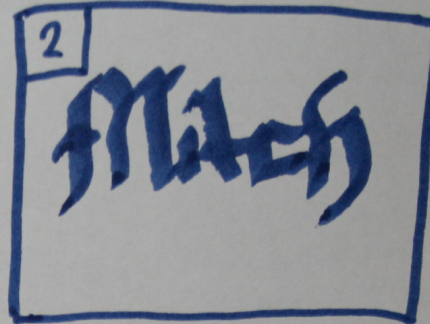


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I'm Very Excited To Embark On
This Journey & To Bring You
A Brief Glimpse Of
LIVING ON THE EDGE...

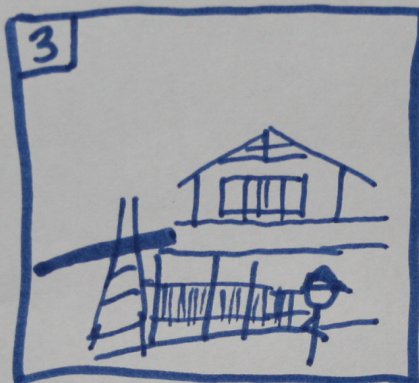


Mini Digital Story:

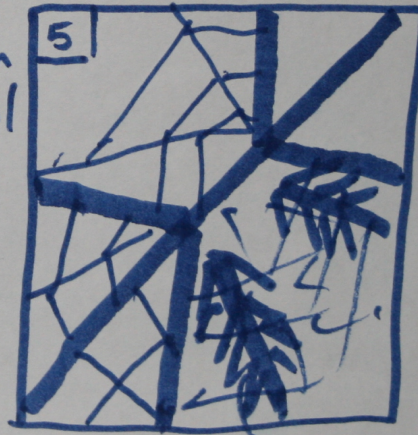


2: I Write Old English.
Lyrics, Poetry, Speeches.
I Really Really Love Writing.

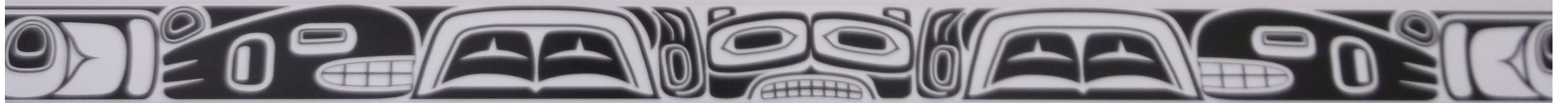
5: From My Very Unique
Perspective...



3: I've Joined ~~the~~ ^{The} NASHUK
Youth (and) Digital Harvest Youth
Retreat To Begin My 3rd Digital
Story Project. Here At The
BG's Many Great Things
Happen & More Memories
Created.



**WELCOME
TO OUR WORLD**









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2013. 6. 2



The Assignment

- ◆ Create stories about the information they heard
- ◆ Conduct interviews with elders
- ◆ Take and locate photos to illustrate stories



The Digital Story Medium

13 stories screened—quotes from the screening:

- ◆ *The new oral tradition is through digital means*
- ◆ *It allows you to take history and adapt it to engage youth*
- ◆ *It's a great learning experience, a great way to tie in youth and elders and their traditional cultures*
- ◆ *A big thing I took away was the ability to show people how the old way can be taught using new technology*

Why Choose Digital Stories?

- ◆ Engage youth: Communicate meaning on multiple levels, build self esteem
- ◆ Create legacy: Preserve traditional knowledge
- ◆ Object of reflection:
 - ◆ Reflect on our work in a different way-telling the story of our process
 - ◆ The story becomes “a thing to think with”
 - ◆ Think more about how the story (or data) will be used
 - ◆ The creative process strengthens a sense of community

Link to stories

- 💧 Office for Community Partnerships in Health Research:
- 💧 <http://sites.viu.ca/ocphr/projects/prevention-and-preservation-digital-harvest-stories>

